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ABSTRACT

This report covers the use of the Job Corps Graded Reading Program at Phillips Junior High in 1971-72, the third year the materials were used. A major goal of this program was to raise the level of reading underachievers to a level of competency. Gates-MacGinitie vocabulary and comprehension tests were used as standardized measures of achievement. Students from grades 7-9 who were at least one year below grade level in reading were placed in the program. The individualized program developed for use in Job Corps training centers consists of a wide variety of graded reading selections. Supplementary materials were provided by staff at the school, and teachers and aides provided individual assistance. Despite a highly transient population, gain scores were obtained for 60% of the 305 students involved. Sixty percent of those students made grade equivalent gains in comprehension as great or greater than might have been expected for length of instruction. Forty-three percent made such gains on vocabulary tests. On the basis of both subjective and objective observations, it was recommended that the project be continued. (Author/KM)

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Minneapolis Public Schools

Job Corps Reading Program
Phillips Junior High School
Minneapolis
1971-72

TM 003 220

A Title I, ESEA Project

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Ideas expressed in this report do not necessarily reflect the official position of the Minneapolis Public School Administration nor the Minneapolis School Board.

January, 1973
C-71-33

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Minneapolis Public Schools

Job Corps Reading Program
Phillips Junior High School
1971-72

Summary

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January, 1973

Research and Evaluation Department

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About this report . . . .

Evaluation reports prepared by the Research and Evaluation Department of the Minneapolis Public Schools typically follow the procedures and format described in Preparing Evaluation Reports, A Guide for Authors, U.S. Department of Health, Education and Welfare.

Readers who are familiar with these Evaluation Reports may skip the first three sections describing the City of Minneapolis Public Schools and Target Area since these descriptions are standard for all reports.

The City of Minneapolis

The program described in this report was conducted in the Minneapolis Public Schools. Minneapolis is a city of 434,400 people located on the Mississippi River in the southeastern part of Minnesota. With its somewhat smaller twin city, St. Paul, it is the center of a seven county metropolitan area of over 1,874,000, the largest population center between Chicago and the Pacific Coast. As such it serves as the hub for the entire Upper Midwest region of the country.

The city, and its surrounding area, long has been noted for the high quality of its labor force. The unemployment rate in Minneapolis is lower than in other major cities, possibly due to the variety and density of industry in the city as well as to the high level capability of its work force. The unemployment rate in May of 1972 was 4.1%, compared with a 5.9% national rate for the same month. As the economic center of a prosperous region rich in such natural resources as forests, minerals, water power and productive agricultural land, Minneapolis attracts commerce and workers from throughout the Upper Midwest region. Many residents are drawn from the neighboring states of Iowa, Wisconsin, Nebraska and the Dakotas as well as from the farming areas and the Iron Range region of outstate Minnesota.

More Minneapolitans (32%) work in clerical and sales jobs than in any other occupation, reflecting the city's position as a major wholesale-retail center and a center for banking, finance and insurance. Almost as many (26%) are employed as craftsmen, foremen and operatives, and 23% of the work force are professionals, technicians, managers, and officials. One out of five workers is employed in laboring and service occupations.

Minneapolis city government is the council-dominated type. Its mayor, elected for a two year term has limited powers. Its elected city council operates by committee and engages in administrative as well as legislative action.

Minneapolis is not a crowded city. While increasing industrial development has occupied more and more land, the city's population has declined steadily from a peak of 522,000 in 1950. The city limits have not been changed since 1927. Most homes are sturdy, single family dwellings built to withstand severe winters. Row homes are practically non-existant even in low income areas. In 1970, 48% of the housing units in Minneapolis

were owner-occupied.

Most Minneapolitans are native born Americans, but about 35,000 (7%) are foreign born. Swedes, Norwegians, Germans, and Canadians comprise most of the foreign born population.

Relatively few non-white citizens live in Minneapolis although their numbers are increasing. In 1960 only three percent of the population was non-white. The 1970 census figures indicate that the non-white population has more than doubled (6.4%) in the intervening 10 years. About 70% of the non-whites are black. Most of the remaining non-white population is Indian-American, mainly Chippewa and Sioux. Only a small number of residents from Spanish-speaking or Oriental origins live in the city. In 1970 non-white residents made up 6.4% of the city's population but accounted for 15% of the children in the city's elementary schools.

Minneapolis has not reached the stage of many other large cities in terms of the level of social problems. It has been relatively untouched by racial disorders or by student unrest. Crime rates are below national averages. Continuing concern over law and order, however, is still evidenced by the recent re-election of Mayor Charles Stenvig, a former police detective.

One's first impression is that Minneapolis doesn't really have serious problems of blight and decay. But the signs of trouble are evident to one who looks beyond the parks and lakes and tree-lined streets. As with many other larger cities, the problems are focused in the core city and are related to increasing concentrations there of the poor, many of them non-whites, and of the elderly. For example, nine out of 10 black Americans in Minneapolis live in just one-tenth of the city's area. While Minneapolis contains 11% of the state's population, it supports 28% of the state's AFDC families.

There has been a steady migration to the city by Indian Americans from the reservations and by poor whites from the small towns and rural areas of Minnesota. They come to the "promised land" of Minneapolis looking for a job and a better way of life. Some make it; many do not. The Indian American population is generally confined to the same small geographic areas in which black Americans live. These same areas of the city have the lowest median incomes in the city and the highest concentrations of dilapidated housing, welfare cases, and juvenile delinquency.

The elderly also are concentrated in the central city. In 1970, 15% of the city's population was over age 65. The elderly, like the 18 to 24 year old young adults, live near the central city because of the availability of

less expensive housing in multiple-unit dwellings. Younger families have continued to migrate toward the outer edges of the city and to the surrounding suburban areas.

The Minneapolis Schools

About 69,477 children go to school in Minneapolis. Most of them, about 61,052 attend one of the city's 98 public schools; 8,425 attend parochial or private schools.

The Minneapolis Public Schools, headed by Dr. John B. Davis, Jr., who became superintendent in 1967, consists of 67 elementary schools (kindergarten-6th grade), 15 junior high schools (grades 7-9), nine high schools (grades 10-12), two junior-senior high schools, and five special schools. Nearly 3,500 certificated personnel are employed.

Control of the public school system ultimately rests with a seven member board which levies its own taxes and sells its own bonds. These non-salaried officials are elected by popular votes for staggered six year terms. The superintendent is selected by the board and serves as its executive officer and professional adviser.

Almost 40 cents of each local property tax dollar goes to support a school system whose annual operating general fund budget in 1972-73 is $78,992,236 up from $74,340,271 in 1971-72. Minneapolis received federal funds totaling 8 million dollars in 1971-72 from many different federal aid programs. The Elementary and Secondary Education Act provided about 6.8 million dollars, of which 3.4 million dollars were from Title I funds. Per pupil costs in the system were $920 in 1970-71 while the range of per pupil costs in the state was from $254 to $1,041.

One of the superintendent's goals has been to achieve greater communication among the system's schools through decentralization. Consequently two "pyramids" or groups of geographically related schools have been formed. First to be formed, in 1967, was the North Pyramid, consisting of North High School and the elementary and junior high schools which feed into it. In 1969 the South-Central Pyramid was formed around South and Central High Schools. Each pyramid has an area assistant superintendent as well as advisory groups of principals, teachers, and parents. The goals of the pyramid structure are to effect greater communication among schools and between schools and the community, to develop collaborative and cooperative programs, and to share particular facilities and competencies of teachers.

Based on sight counts on October 17, 1972 the percentage of black American pupils for the school district was 10.6%. Eight years before, the proportion was 5.4%. Indian American children currently comprise 3.8% of the school population, more than double the proportion of eight years ago. The proportion of minority children in the various elementary schools generally reflects the prevailing housing pattern found in each school area. Although some non-white pupils are enrolled in every elementary school, non-white pupils are concentrated in two relatively small areas of the city. Of the 67 elementary schools, 11 have more than 30% non-white enrollment and four of these have over 50%. There are no all-black nor all-white schools. Twenty-three elementary schools have non-white enrollments of less than 5%.

The Minneapolis School Board has approved a plan which would desegregate the city's schools in September 1973.

The proportion of school age children in AFDC homes has more than doubled from approximately 12% in 1962 to 28% in 1972.

While the median pupil turnover rate for all the city schools in 1970-71 was about 23%, this figure varied widely according to location (turnover rate is the percentage of students that comes new to the school or leaves the school at some time during the school year, using the September enrollment as a base figure). Target area schools generally experience a much higher turnover rate; in fact only two of the target area schools had turnover rates less than the city median. Compared with the city, the median for the target area schools was almost twice as large (39%).

The Target Area

The Target Area is a portion of the core city of Minneapolis where the schools are eligible to receive benefits from programs funded under Title I of the Elementary and Secondary Education Act (ESEA). A school is eligible to receive Title I aid if the percentage of families residing in that school's district which receives AFDC payments (in excess of $2,000 a year)-or has an annual income under $2,000-exceeds the citywide percentage for families in those categories.

In 1972-73, nearly 26,871 children attended the 24 elementary schools, five junior highs, three senior highs and seven parochial schools that were eligible to receive this aid. One-third of these students were from minority groups and one-third were defined by the State Department of Education as educationally disadvantaged, i.e. one or more grade levels behind in basic skills such as reading and arithmetic. Federal programs are concentrated on the educationally disadvantaged group.

According to 1970 census data, over 170,000 persons resided in the Target Area. Of that group, 11 percent were black and 3½ percent were Indian, more than double the citywide percentage of minority group members. Over half of the Target Area residents over 25 years old had not completed high school, compared to the 35 percent of the non-Target Area residents who did not have high school diplomas. One out of five Target Area residents over the age of 25 had gone to college, and nine percent had completed four or more years. One out of four of the non-Target Area residents had gone to college, and 15 percent had completed four or more years.

The income for an average Target Area family was $9,113 in 1970, over $2,000 less than the citywide average. The homes they lived in had an average value of $10,385, over 40 percent less than the average value of a single family residence in Minneapolis. One out of five Target Area children between the ages of 6 and 17 was a member of a family that is below the proverty level, while only 6 percent of the non-Target Area children had such a family status.

The Project School and Its Neighborhood

The project described in this report was located at Phillips Junior High School. It is one of 15 junior high schools in Minneapolis and one of two junior highs in the South-Central Pyramid. The Pyramid includes most, but not all, of the Title I ESEA schools in the southern part of the city. Phillips is located in an area of the city that has a high rate of unemployment, delinquency and neglect cases. Many of the families living in this area are transient, moving from one rental home in the area to another. Much of the housing is substandard.

The total enrollment of the school on October 1971 was 724 students. This figure was taken from the Pupil Sight Count[1] which also showed that Phillips had the highest Indian population (25%) of any junior high in the city. Phillips had next to the highest rate of pupil turnover of the 15 city junior highs. The teacher turnover at this time is below average but at one time it was very high; the immediate trend is that of stability. A high proportion (49%) of AFDC families is found in the school's district. In the area in which Phillips is located, 65% of the children under age 18 are living with both parents compared with 79% for the city as a whole. In this same area, 27% of the children come from families below the poverty level. The comparative figure for the city is 11%. In this neighborhood 45% of the adults have finished high school whereas 58% have done so in Minneapolis as a whole. Phillips has the lowest attendance rate of all city junior high schools.

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[1] Pupil Sight Count, 1971-72. Compiled by Information Services Center, Minneapolis Public Schools. Count taken October 19, 1971.

In the past the community has not been cohesive and there has been little participation in school programs. Many individual and group efforts are now being made to improve the home and school situations of the Phillips students. The inception of the Indian Upward Bound program as well as other community school programs has resulted in a closer parent-school relationship. Other efforts include Minneapolis Public School sponsored programs such as teacher aides, PAD (Phillips Achievement Demonstration), WECEP (Work Experience/Career Exploration Program), the Title VIII Student Support Program, and participation in the Basic Skill Centers. Private groups operating to help the school include Big Sister, Big Brother, Indian Tutoring, Messiah Lutheran Tutoring, and Indian Upward Bound.

Historical Background

This report covers the school year 1971-72 starting in September and ending in June. The program started in 1969-70 when Job Corps reading materials were first used in the English classes at Phillips for about 350 pupils. These materials supplemented the regular curriculum and were used about three periods a week in each of the classes participating in the program. At that time they were used in 7th and 8th grade classes. In 1970-71 another Job Corps program, Language Arts and Study Skills (LASS), was added in some 8th and 9th grade classes. This report covers only the use of the graded reading portion of the Job Corps program.

The Job Corps Reading Program was originally developed by the Office of

Economic Opportunity for use in its training program. According to the Job Corps Reading Manual, it was designed to:

..Assess current reading ability of a Corpsmember

..Enter a Corpsmember into instructional material at his level

..Improve a Corpsmember's ability with a combination of self-paced, self-instructional material and individualized instruction

..Exit the Corpsmember with 7th to 8th grade reading ability as measured by standardized reading achievement instruments.

Since the Job Corps reading materials were initially developed for educationally disadvantaged adolescents it was thought by those seeking to improve the reading ability of Phillips' students that it would have special appeal for teenagers who regarded other remedial reading materials as too childish. The program seemed appropriate for a public school setting such as Phillips so it was experimentally introduced in the fall of 1969.

The program was well accepted by the school staff, counselors and administration. It also received support from city and Pyramid professionals. Although no outside evaluation was conducted at the time, the program was considered to be very successful by those who were involved in it. As with any new program there was some skepticism on the part of non-participating teachers when it was first implemented. The decision to use the materials had been voluntary. Some of the early skeptics, however, decided to become participants after they had seen the program in operation.

In order to identify the students most in need of the individualized reading approach of this program, the Job Corps Diagnostic tests were given to all 7th graders and new students in 8th and 9th grades. This procedure has now been changed so that the tests are given to 6th graders in the Phillips elementary feeder schools in the Spring previous to their entering Phillips. All new stu-

dents in the school are given reading tests upon entering. They are then placed in the appropriate English class. If it is found that they need the special help of the Job Corps program, further testing identifies their beginning levels.

The choice of these materials was a school and staff decision, and no special effort was made to gain acceptance for the program in the community.

Objectives

The objectives of this program, according to the project administrater, were:

- ..To raise the level of reading underachievers to a level of competency
- ..To improve basic reading and study skills as an advantage for further education and to provide practical help in developing technical and occupational skills
- ..To increase children's interest in reading through supportive supplementary materials
- ..To become more aware of the individual student needs and how to meet them.

A measurable goal stated that at least 50% of the students would make average or better than average gains on a standardized reading test. An average gain on such a test was specified to be a one month grade equivalent gain for each month in the program.

Student Participants

Students in this program were at least one year below grade level in

reading as measured by the city-wide standardized testing. However, those who read at or below the 3rd grade level were referred to another program such as that at the Basic Skill Centers.[2]

In the 1971-72 school year, 305 students, or a little more than 40% of the total student population, received services from this program. Seventy-five percent of the 7th grade students used Job Corps materials whereas 45% of the 8th grade and 17% of the 9th grade did so. The male to female ratio was approximately 50-50 with a few more girls than boys participating. Roughly a quarter of the students had either used the Job Corps materials or attended a Basic Skill Center the previous year. According to the school records these students showed an 85% attendance rate which was average for Phillips which had the lowest attendance rate of the city's junior high school. The transiency of those in the program can be seen from the fact that they were on the school's roll for an average of 162 days rather than the 180 days of the school year.

Students were selected for potential placement in the program if they were one or more years below grade level in the city-wide reading testing (Gates-MacGinitie). The Job Corps RJS1 Reading Test, a 13-minute test covering a wide range of reading abilities, was used for further screening. If the student scored at the beginning reading level (grade 3.5 or below) he was referred to some other remedial program. If he scored at the advanced level (grade 7.5 or above) he was placed in a regular English class. If his score was between those two levels, further testing placed him in the appropriate level of the Graded Reading Selections of the Job Corps materials.

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[2]Two Basic Skill Centers give remedial help to students from inner-city Target Area schools whose reading performance is most severely retarded. Phillips may send 30 students to that program which operates daily in providing a multi-media individualized type of instruction.

Personnel

The project administrator, who was instrumental in starting this program at Phillips, was a certificated secondary reading specialist. She had been head of the school's Reading Center for several years before the Job Corps program was introduced.

A full-time teacher with reading certification who had been with the program since its inception assumed some of the duties of the administrator while the latter was on sabbatical leave during the second half of the 1971-72 school year. In addition, this teacher administered tests, worked with small groups in need of special help and did individual tutoring. She also coordinated the work of volunteers who did additional tutoring.

A third teacher who worked .7 time was also added to the program. She did classroom teaching in 9th grade as well as some tutoring on a one-to-one basis.

These personnel were added to the program under Title I, ESEA. In addition, seven other teachers used the Job Corps materials in one or more of their classes.

Four teacher aides worked a total of 60 hours a week. A third of this time was paid from Title I funds. The aides worked with individual students in the classroom and assisted in the production of materials. They received inservice training from the reading specialists and were well acquainted with the program.

There has been no turnover in the certificated staff. A moderate amount of turnover has taken place among the aides. This was due to personal reasons rather than dissatisfaction of any sort.

The staff considered itself fortunate to have the services of four WISE (Women In Service to Education) volunteers. These women contributed a total of

36 hours a week on a regular basis. They served as aides in the classrooms and also did individual tutoring.

Planning and Training

Before the program was introduced at Phillips, the project administrator, as well as some of the teachers, attended a five-day orientation session in the use of the Job Corps Reading Program. Later training workshops for teachers and aides included two Saturdays, four evenings, and four days during Easter vacation. Participants in these sessions were all paid. They received training on the job and in their volunteered free time. As new employees or volunteers have begun work the project administrator has given them orientation to the program.

Ongoing planning has resulted in the addition of supplementary materials being added to the program. These materials will be described in the next section of the report.

Project Operations

Although this report covers only the 1971-72 school year at Phillips, the reading program which included the use of Job Corps materials had been in use since the fall of 1969. The special arrangements, materials and equipment needed for the program were put in use at that time. In addition to the regu-

lar classrooms where some of the materials were used, two rooms were provided for the audio-visual equipment needed in the program. Portable power strips were installed. Cassette tapes, Graflex viewers and Language Masters (audio-visual aides used in the program) were stored in special cabinets. The tables and bookcases needed were procured either from within the building or from the school board's warehouse.

New materials obtained for the project included the Job Corps program and supplementary materials such as the Grolier Reading Attainment Series II and New Practice Readers (Webster, McGraw-Hill). High interest, low level reading anthologies and plays were provided. A variety of supplementary materials in phonics, word attack skills, and vocabulary building were added to round out the program. The project director developed a Master Index for identifying and selecting new reading materials at the various Job Corps levels.

After preliminary testing to identify those with reading problems, further testing was done to place the students at their appropriate levels in the Job Corps materials. It was expected that the individualized program would allow each student to start at his ability level and proceed at his own pace thus increasing his reading proficiency.

After placement, the student selected appropriate level reading materials which were of special interest to him by using the Master Index or by browsing. The selections were grouped under twenty-three headings such as "Space Age" or "Jobs and Hobbies." After he had read the selection he took a self-administered comprehension check which he himself corrected. He then entered the score on his record sheet. If he scored below 80% a teacher or aide gave him special assistance although help was available any time the student wished. The student

was free to choose selections of interest to him but was required to read a mixture of the various publications. Every fifth lesson was checked by the teacher who also checked the student's oral reading at that time. After the student had completed fourteen progress checks and one Level Advancement Check with scores of at least 80% he progressed to the next higher level in the series. Each level approximates a one-half school grade reading achievement level.

In general the students were grouped together by Job Corps levels. Individual tutoring or small group instruction was given in the Reading Center to a few beginning readers who were not able to attend the Basic Skill Center (see page 10) because of space limitations or other reason.

A maximum class size of 12-15 was suggested by the Job Corps. This was impossible at Phillips due to limited staff. An effort was made, however, to have a maximum class size of 20 in the basic reading but that was not always possible.

Parent-Community Involvement

There was no direct involvement of parents or the community in this project.

Budget

The project administrator was responsible for the expenditure of the funds, all of which were provided by ESEA Title I. Since this was the third year of the project's operation none of the money was spent for start-up costs. For the

1971-72 school year the money was allocated as follows.

Item	Budgeted Amount	Percent of Total
Salaries (including 3% fringe benefits)	$30,291	93%
Reading Supplies	2,210	7%
Total	$32,501	100%

Since 305 students participated in the program, the expenditure of Title I funds per pupil was $106.56. This, of course, does not include salaries of other teachers and aides who worked in the project.

If a larger sum had been available more staff might have been hired so that class sizes could have been reduced and more individual attention provided.

Results

The project was successful, according to the director, in that the school had never had another program that reached as many students for as long a time with as good results. Informal comments received from teachers and counselors indicated that they saw an improvement in student attitudes, motivation, and self-confidence. They thought this was in part due to the individualized aspect of the program whereby many of the students' previous frustrations were eliminated. Few students requested transfers into other English classes.

Gates-MacGinitie (Level D) comprehension and vocabulary tests were used as standardized measures of achievement. The pretests were given during one week at

the end of September and the posttests were given after Easter vacation so the pre- posttest span was six and a half months. Gain scores were obtained for 182 students or 60% of all enrolled, even for brief periods. The highly transient population made it impossible to get gain scores for a larger number of students. The 121 students without gain scores were on roll for an average of only 139 days with an attendance rate of 76%. The group (N=182) on whom the evaluation was based were on roll an average of 177 days with an attendance rate of 90% which was higher than that of the school as a whole. Of those with both pre- and posttest scores, 3% were in the Title VIII Student Support Program which was designed to assist potential dropouts. However, 19% of those with incomplete testing had been selected as needing the type of help which the Title VIII program provided.

The students showed good gains on the comprehension section of the test. The median gain was nearly 9 months in grade equivalents (G.E.) in the six and a half months pre - posttest span. About 60% of the pupils gained a G.E. month for each month of instruction between tests. The results of the vocabulary testing were not as good. The median grade equivalent gain was a little over four months in the same length of instruction time and 43% of the students made gains of at least a month for a month in the pre- posttest span (Table 1). These results are for grades 7-9 combined. The eighth grade students made greater gains on both sections of the test than did either the seventh or ninth graders.

The evaluation group (N=182) had completed an average of one and a half levels of Job Corps materials by the April posttesting. This was what might have been expected for that amount of time since each level is approximately equal to half a grade level. A third of the students had completed two or more levels, the equivalent of a full grade or more, in this six and a half months. The maximum number of levels completed in that span was four or about two grade

levels. On the average, the seventh graders completed more Job Corps levels than did the older students. It is not known whether this was due to the teachers programming the materials more often or to some other factor such as ability.

Table 1

Phillips Basic Reading, Job Corps
Grade Equivalent Gains Distributions
Gates-MacGinitie Reading Test, Level D
1971-72

Grade Equivalent Gains	Vocabulary N	Vocabulary Percent	Vocabulary Cumulative Percent	Comprehension N	Comprehension Percent	Comprehension Cumulative Percent
+4.0 or more	1	.5	.5	9	4.9	4.9
+3.5 to +3.9	2	1.1	1.6	1	.6	5.5
+3.0 to +3.4	3	1.7	3.3	6	3.3	8.8
+2.5 to +2.9	3	1.7	5.0	10	5.5	14.3
+2.0 to +2.4	9	4.9	9.9	12	6.6	20.9
+1.5 to +1.9	15	8.2	18.1	19	10.4	31.3
+1.0 to +1.4	25	13.8	31.9	32	17.6	48.9
+ .9	2	1.1	33.0	3	1.7	50.6
+ .8	7	3.8	36.8	3	1.7	52.3
+ .7	9	5.0	41.8	10	5.5	57.8
+ .6	5	2.7	44.5	8	4.4	62.2
+ .5	7	3.9	48.4	7	3.8	66.0
+ .4	13	7.1	55.5	5	2.7	68.7
+ .3	12	6.6	62.1	8	4.4	73.1
+ .2	8	4.4	66.5	6	3.3	76.4
+ .1	2	1.1	67.6	2	1.1	77.5
0	13	7.1	74.7	9	4.9	82.4
- .1 to - .5	27	14.9	89.6	14	7.7	90.1
- .6 to -1.0	7	3.8	93.4	7	3.8	93.9
-1.1 to -1.5	6	3.3	96.7	5	2.7	96.6
-1.6 to -2.0	2	1.1	97.8	3	1.7	98.3
-2.1 or more	4	2.2	100.0	3	1.7	100.0
Total	182	100.0		182	100.0	

Median G.E. Gain +.43

About 43% of the students gained 6.5 months or more in the pre- posttest span of 6.5 months.

Median G.E. Gain +.88

About 60% of the students gained 6.5 months or more in the pre- posttest span of 6.5 months.

Dissemination and Communications

Slides and a film and tape presentation of the project operations have been assembled by the director. These were presented at the National Job Corps Convention in Miami soon after the project began and have since been shown locally several times. A local television station included scenes from the project in a documentary program on reading in Minneapolis. The director is available to give presentations concerning the program to those who are interested.

The project has been described in several brochures published by the Minneapolis Public Schools.

Staff from other schools, the University of Minnesota, and other interested persons have visited the school to observe the program. Such visits have averaged two to four a month.

No reports concerning the project have been printed previously.

Discussion and Recommendations

Since the Job Corps reading program was supplementary to the regular English classes it is impossible to assess its effects as a separate entity. The results on the comprehension test are very gratifying, especially considering the population involved. The relatively poor showing on the vocabulary test is difficult to interpret. Almost one third of the students over all grades made either no gain or showed a loss, though it is interesting to note that 45% of the ninth graders, for whom gain scores were available, had lower pretest scores than students in the other grades. According to the teachers and available test scores

these students were the ones who had the most severe reading problems. They were also some of the least cooperative pupils in the testing situation.

The standardized tests available are not the ideal way to measure growth in a project such as this. Their norms describe "average" children; these students are not average socio-economically nor educationally. These tests are designed to describe groups, not individuals. The tests sample a vocabulary different from the experiential one of these students according to the teachers involved in the program. The individualized level advancement checks built into the program are probably better indicators of growth of the pupils. In this respect, the students made good progress.

According to the director, the use of the Job Corps Graded Reading Program to supplement materials already available enabled the school to give a much larger number of students than previously the individualized reading assistance which they needed. She would like to have additional staff members to provide more one-to-one or small groups instruction. Since the adoption of the program, many favorable comments concerning it have been made by teachers from other departments in the school indicating that it has facilitated learning in other areas.

It is recommended, on the basis of both subjective and objective findings, that the Job Corps materials continue to be used as a supplement to the regular English program.

It is further recommended that the name of the project be changed to English Basic Skill since the Job Corps materials supplement, rather than constitute, the total program.